

# INSPECTION REPORT

**EASTBURY FARM JMI & NURSERY SCHOOL**

Northwood

LEA area: Hertfordshire

Unique reference number: 117245

Headteacher: Mr. Peter Biddick

Reporting inspector: Natalie Moss  
22685

Dates of inspection: 30<sup>th</sup> September – 1<sup>st</sup> October, 2002

Inspection number: 247750

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Bishops Avenue  
Northwood  
Middlesex

Postcode: HA6 3DG

Telephone number: 01923 824543

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. Ivor Kyte

Date of previous inspection: 9<sup>th</sup> February, 1998

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This popular school is in an attractive area of Northwood, in Hertfordshire. There are 325 pupils between 3 and 11 on roll, making it bigger than other primary schools. 30 of these pupils attend the nursery in the mornings. The school draws its pupils from a wide area around the school. A small number, less than 3 per cent of pupils are known to be eligible for free school meals, which is below the national average. Eleven per cent are on the special educational needs register, which is below the national average. One per cent of the pupils have statements of special educational need, which is low compared with most schools. A high percentage compared with the national average speak English as an additional language, from a wide range of ethnic minorities, although only 9 per cent need specialist support. The school admits 48 pupils each year and is oversubscribed. Pupils' level of attainment on entry to the school is above average overall. A large number of pupils join or leave the school during the course of the year, because of postings of members of the armed forces stationed locally and movement out of the area. Attainment is above the national average when pupils enter the school in the nursery. The school was awarded a DFES Achievement award in 2001 for consistently high standards. Since the previous inspection there have been many staff changes, but the school has maintained a full complement of teachers and teaching is very good overall.

### **HOW GOOD THE SCHOOL IS**

The school provides a very good education for its pupils, with some excellent features. Pupils attain very good standards. By the end of Year 6, standards in English and science are well above average and those in mathematics are very high, in the top 5 per cent nationally. All pupils progress well in relation to their attainment on entry and their abilities. Standards in personal development, attitudes and behaviour are very good. Teaching is very good overall. The headteacher provides excellent leadership and management, supported extremely well by the deputy headteacher, senior staff and governors. The effective assessment records of pupils' attainment and progress kept are put to very good use in setting targets for individual pupils and in raising standards overall. The school has a very strong link with parents, who play an important part in the school's work. The school provides its pupils with very good value for money.

#### **What the school does well**

- The school is excellently led and managed by the headteacher, supported by senior staff and the involvement of governors, who carefully and regularly monitor and support the work of the school.
- The standards attained by pupils in mathematics are very high and in English and science they are well above average.
- The school's very good provision for pupils' spiritual, moral, social and cultural development ensures a very good and positive ethos which is reflected in pupils' attitudes, behaviour and personal development.
- Teaching is very good overall, encouraging very good learning and meeting the needs of all pupils.
- The curriculum, teaching and overall provision made for children in the nursery and reception classes are very good.
- The procedures for assessing pupils' attainment and progress and the use made of assessment is very good.
- The school maintains an excellent partnership with parents.

#### **What could be improved**

There are no major areas for improvement which the school has not identified and addressed.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in February, 1998, and has made excellent progress in addressing the issues then identified. Pupils' attainment and progress in information and communication technology (ICT) is now good, with the recent provision of a high quality computer suite, a revision of planning in the subject to include modelling and controlling skills and the increased confidence of teachers through appropriate training. Pupils are now making very good progress in using and applying their mathematical knowledge and in developing investigation skills in science. Higher-attaining pupils are now very well challenged in English and science and extremely well in mathematics, clearly evidenced in the results of the annual national tests. The planning and curriculum for children in the nursery and reception classes is very good, following the recommended 'stepping stones'. Children in the reception class have many opportunities to make their own choices, engage in practical activities and to learn through structured play. A new play area has been provided for the under fives. In Years 1 and 2 subjects are now taught discretely and pupils are well supported. Assessment and its use are very good, the management structure has been strengthened and is very effective. Attendance levels have improved. The school has also been successful in employing a music specialist, so that standards in the subject are rising.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	A
Mathematics	A*	A*	A*	A*
Science	A	A	A	A

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average   E

When they start school in the nursery, pupils' standards of attainment are a little above average. All pupils achieve well throughout the nursery and reception classes, to attain above average standards overall at the end of the reception class, particularly in literacy, numeracy and personal and social skills. By the end of Year 2 in 2001, pupils attained well above national average standards in reading, writing and mathematics and above those attained by pupils at schools with schools of a similar nature. Teachers' assessments in science in Year 2 also indicated well above average attainment. By the end of Year 6, pupils attained well above the national average, and in comparison with similar schools, in English and science. In mathematics, pupils attained very highly, in the top five per cent nationally. Provisional results in the 2002 National Curriculum tests show a further improvement, particularly in the percentage of pupils reaching the higher than expected grades. Inspection findings agree with these standards in the current Year 6. The school met its demanding targets in both English and mathematics in both 2001 and 2002. Results over the last four years show that standards have risen well in all three subjects and that these standards are being at least maintained. There is no significant difference between the attainment of boys and girls. Throughout the school, standards of reading and writing are very good and in mathematics they are frequently very high, with a significant percentage of pupils reaching well above the levels expected nationally for their age by the end of Year 6.

All pupils achieve well against their levels of prior attainment. Pupils with special educational needs make very good progress because of the very good support they receive from teachers and support staff. Those pupils who speak English as an additional language also progress very well through a very good level of support. The school has an effective policy for higher attaining pupils, grouping pupils by prior attainment in mathematics from Year 3 to Year 6. Standards in geography, history, art and design and music are above those expected by the end of Year 6 those in ICT are rapidly becoming good, as a result of improvements in the curriculum and resources.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school, each other and the staff of the school are very good. The pupils work with energy and interest, enjoy their lessons and co-operate well with teachers and each other.
Behaviour, in and out of classrooms	Pupils' behaviour is very good, at play and in lessons. As a result, pupils are courteous and friendly, the school is orderly and its ethos for learning is very positive. There have been no exclusions in the last year.
Personal development and relationships	Very good. Pupils learn the value of independence and initiative and are eager to shoulder responsibilities within the school. Pupils of all ages get on well together and are careful to include others of diverse ethnic backgrounds and ability in their work and play.
Attendance	Attendance levels are very good, with very little unauthorised absence.

## TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Very good	Good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is very good overall and has improved significantly since the previous inspection. All lessons seen were at least satisfactory and some were excellent. This high quality of teaching is having a positive effect on pupils' learning, especially in English, mathematics and science, where pupils are challenged and involved by their teachers. Teachers' subject knowledge and teaching of basic skills are very good and their expectations of their pupils are very high, especially in Years 3 to 6, so that learning is enthusiastic and full of effort. Most impressive is their planning, particularly in the nursery and reception classes, which meets the needs of all pupils, including those with special educational needs, those who speak English as an additional language and the higher-attaining pupils, who are stretched to their full potential. Teachers use support staff to very good effect and little time is wasted in lessons. Thorough assessment is made of pupils' progress and is used to plan for the future. Literacy and numeracy are taught very effectively, enabling a high proportion of pupils to achieve higher than expected standards in the national tests, especially in mathematics. Teachers' knowledge and understanding of ICT, together with access to the new computer suite and resources, are ensuring good teaching in this area of learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good, varied and balanced range of tasks and activities for its pupils and a very good range for pupils in the nursery and reception classes. The skills of literacy and numeracy are very well emphasised. There are good opportunities for pupils to use ICT, as well as to work in art and design and music. Sports and games are encouraged well and a good variety of activities is provided outside lesson time.
Provision for pupils with special educational needs	Pupils with learning difficulties are given very good support. Their needs are identified at an early stage, they make very good progress and are fully included in all school activities. Higher-attaining pupils and those with special talents also progress very well as a result of careful planning for their needs.
Provision for pupils with English as an additional language	The pupils who speak English as an additional language make very good progress, in line with their peers, through additional support where necessary and very good support in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good overall. Pupils' spiritual development is aided throughout the curriculum and their personal development is well promoted by the school in teaching them to know the difference between right and wrong and to develop self-esteem and respect for others. The school ensures that pupils develop a clear understanding of life in a multicultural community.
How well the school cares for its pupils	A very good level of care is provided for all pupils. In particular, pupils' progress is very well monitored, recorded and used to plan measures to raise them to their full potential.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with excellent, resourceful leadership, constantly initiating improvements, which help to raise standards. He works closely with the deputy headteacher and senior management in using the results of monitoring teaching and learning and the analysis of data to help pupils reach their full potential. The school has been successful in maintaining a high quality of staff in all areas, working well as a team.
How well the governors fulfill their responsibilities	The governing body provides the school with excellent support. They work very closely with the headteacher and other staff and have an impressively clear understanding of their role in managing the school.
The school's evaluation of its performance	The school has established clear priorities for monitoring teaching regularly and for evaluation of both the school and the pupils' progress. The school improvement plan is thorough and well implemented, leading to excellent evaluation of the school's performance.
The strategic use of resources	The excellent management of the school's finances is evident in the provision of new facilities, such as the ICT suite, and the effective application of the principles of best value in spending school funds wisely. The accommodation is attractive, well maintained and all available space is used to maximum effect. There is very good provision for learning resources, which are sometimes excellent.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school, reach high standards and make good progress.</li><li>• Behaviour is good.</li><li>• Teaching in the school is good and expectations are high.</li><li>• They feel comfortable about approaching the school and the school works closely with them.</li><li>• The school is well led and managed.</li><li>• The school helps their children to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• Some parents feel that the school does not provide enough activities outside lessons.</li></ul>

Parents clearly think highly of the school and appreciate the way in which it promotes high standards in academic subjects and behaviour and the support it offers to pupils. Inspectors agree with these very positive views. There was some parental concern about the range of activities offered outside school. The inspection team found that the school provides a good range of activities outside lessons, such as football, netball, short tennis, music and a French club, though, naturally the majority of activities are for the older pupils.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The school is excellently led and managed by the headteacher, supported by senior staff and the involvement of governors, who carefully and regularly monitor and support the work of the school.**

1. The headteacher provides the school with excellent leadership. He is committed and dedicated in his determination to raise standards as high as possible, as well as providing an ethos and working environment in which pupils can grow into responsible and thoughtful young people. He has been headteacher for the last sixteen years, but his enthusiasm for the school and his efforts on its behalf remain undiminished. He is popular with parents and trusted by them. This is one of the main reasons for the high esteem in which the school is held locally and for its over-subscription. The headteacher provides inspirational leadership to his staff by his positive and energetic personality. Despite a high turnover of teachers in the last two years, he has not only ensured that the already high standard of teaching has improved, but has also developed the management structure of the school with skill and foresight. The stated aims of the school provide him with the vision to move forward in all areas of school life and he does this with enthusiasm and a high degree of personal effort. His monitoring of the school's progress and teaching is constant, self-evaluative and critical.

2. The headteacher is very ably supported by the deputy headteacher and the recently re-structured senior management team. They work closely together in implementing the priorities in the school's improvement plan, in monitoring teaching and learning and in establishing a busy, productive atmosphere in which pupils work with enjoyment, effort and harmony. The result is a well-planned curriculum and teachers who feel very well supported by management. Staff who lead curriculum subjects are also conscientious and responsible in their determination to provide good quality planning and other measures, which help to raise standards and meet the needs of all pupils.

3. The school's governors are equally committed to the maintenance and extension of high standards. Between them, they cover a wide body of expertise and so are able to direct the school knowledgeably and efficiently in its financial and other dealings. Governors are very well informed, receiving and discussing regular reports from the headteacher, senior management team and subject co-ordinators. Most have undertaken full training from the local education authority and run and organise their four committees with skill and very good focus on the school's priorities. They also understand the curriculum well, which enables them to monitor the work of the school usefully and with insight. Governors follow the progress of pupils closely, questioning and applauding the high standards reached in the national tests. They are familiar with the latest educational developments, such as the National Literacy Strategy and the National Numeracy Strategy, as well as the other measures the school has put into place to help pupils fulfill their potential, such as extra literacy and numeracy lessons for the lower attaining pupils and booster classes for the higher-attaining pupils.

4. Monitoring is clearly regarded as of great importance by both headteacher and governors. Its objective is to ensure that the school knows exactly how well each pupil is attaining and progressing and to ensure that teaching and learning are always aimed at supporting and encouraging pupils to do as well as they can. The headteacher, deputy headteacher and governors regularly monitor teaching and review the impact of teachers on pupils' progress. The school improvement plan establishes clear priorities, using the information supplied by teachers and subject co-ordinators, and these priorities are regularly and carefully reviewed on a long-term and short-term basis. This review process has recently led to the building of a new ICT suite, a new play area for the under fives,

experimentation with setting pupils in ability groups for mathematics, the employment of a specialist music teacher and greatly improved resources for learning. In this way, clear educational direction is always apparent within the work of the school.

5. The impact of close monitoring is also to be seen in the excellent financial planning and use of the school's budget. The headteacher and governors, aided by the senior management team, set relevant targets. These are then costed and money is apportioned appropriately with clear criteria for the management to measure their success. The school makes the optimum use of its money and ensures that it receives full value for it. The headteacher is determined that nothing shall stand in the way of the greatest possible degree of success for each pupil. His effective use of financial resources to provide an appropriate and successful education for all pupils, his skillful management of teachers' job-sharing, the high quality of resources in the school and the results of the national tests are testimony to his success.

**The standards attained by pupils in mathematics are very high and in English and science they are well above average.**

6. Standards in English, mathematics and science are well above average and sometimes exceptionally high. When pupils join the school in the nursery, Hertfordshire baseline assessment shows them to be above average in three of the measured areas of learning, but average in literacy and numeracy skills. By the time they are ready to enter Year 1, their skills are above average in all the six areas of learning. In particular, their understanding of literacy and numeracy skills has risen to above average, as a result of the very good teaching they receive and the good progress they make. In the 2001 national tests for pupils in Year 2, pupils attained well above both national standards and the average for similar schools in reading, writing and mathematics. In science, they were also assessed by their teachers as well above average. In the national tests for pupils in Year 6 in 2001, pupils attained well above the national average and the average for similar schools in English and science. In mathematics, their results were very high, in the top five per cent nationally. The provisional results for 2002 show an even higher proportion attaining the higher than expected grades, especially in mathematics. In the last four years, standards have risen well in all three subjects, with no significant difference between the attainment of boys and girls. The school sets increasingly more challenging targets in English and mathematics and is meeting and exceeding them. Particularly impressive is the high proportion of pupils reaching above the higher than expected levels in English, mathematics and science, and the significant proportion reaching well above the expected level in mathematics. The findings of the inspection confirm these high standards. These results are attained through the good teaching pupils receive and by the clear assessment and targets set for every pupil by the school.

7. Speaking and listening are very well promoted throughout the school. Teachers use every opportunity to encourage pupils to express their views, answer questions fully and thoughtfully and take great pains to promote the use of an increasingly sophisticated vocabulary. As a result, pupils are articulate, able to reason and discuss well and use forms of speech appropriate to the occasion.

8. The school has focused on reading in the last few years and has been particularly successful in raising standards. These are well above average and progress is very good, particularly in Years 1 and 2. There has been an emphasis on guided reading with individual pupils by teachers, support staff and parents who assist in school. The school has also introduced extra measures to boost the achievement of lower attaining pupils, in the form of extra literacy support groups and the encouragement of pupils of different ages and abilities to read together. As a result, pupils learn to read well and fluently and, above all, to enjoy reading, both for its own sake and for meaning and understanding.

9. Standards in writing are the present focus in the school improvement plan. Test results and inspection evidence indicate that standards are generally well above average. Most written work is technically accurate, well presented and imaginative. There is, however, room for more sustained periods of writing, especially in Years 5 and 6, rather than the limited amount of writing, which can be achieved during the appropriate sections of the literacy hour. Writing is developed well throughout the curriculum subjects, with some very good examples of writing seen in history, geography and religious education, as well as clear, informative writing in science.

10. Pupils' standards in mathematics are very high, particularly their number work. The school has implemented many strategies to raise levels of attainment and has succeeded admirably. Years 3/4 and Years 5/6 are grouped according to ability, ensuring that each pupil works at an appropriate level of challenge. An after-school Mathematics Club for high-achievers is held during the year. There has been a strong focus on improving standards in mental arithmetic, which has led to a high degree of facility in oral and mental number work. Pupils throughout the school enjoy their work in mathematics and use number and make calculations with interest, ease and confidence. Teachers focus well on problem-solving and investigative techniques. Pupils are very well supported by the teachers' knowledge and high expectations of them.

11. Standards in science have improved significantly over the last four years, to become well above average. There has been an emphasis on promoting investigational skills and it is clear from pupils' written work that they have very good knowledge, particularly in areas such as physical properties and the characteristics of living things. This is because teachers' planning is pitched at a challenging level and pupils are expected to undertake well above average work. There is equally good emphasis on practical work and the learning of facts.

12. All pupils achieve well in English, mathematics and science against their levels of prior attainment. Pupils with special educational needs make very good progress because of the very good support they receive from teachers and learning support staff. Those pupils who speak English as an additional language also progress very well and higher attaining pupils attain a significant percentage of higher than expected grades in the national tests.

**The school's very good provision for pupils' spiritual, moral, social and cultural development ensures a very good and positive ethos which is reflected in pupils' attitudes, behaviour and personal development.**

13. The school provides successfully for pupils' personal development, which ensures very good relationships throughout the school, good behaviour and care for others.

14. In assemblies, pupils enjoy moments of quiet reflection, stimulated by the engaging presentation of spiritual ideas. In one assembly, the headteacher absorbed and fascinated pupils with a story about 'Mr. Chalk and Mr. Cheese', cleverly relating the concept of the importance of finding things in common with others with God's wish that we should all love one another. Clear planning reinforces messages. For example, on the day following this assembly, a representative from Bushey Church entertained pupils immensely with his giving out of 'presents', which was an enterprising way of showing pupils that people should not be judged from outside appearances and thus demonstrated the worth of inclusion and friendship. These assemblies give pupils a sense of the power of the human spirit, as well as promoting good relationships and mature thought. They also give pupils the chance to sing enthusiastically together, establishing a sense of common purpose and enjoyment.

15. The school's emphasis on moral values is implicit in all its work. Teachers present pupils with very good models of care and support, extended to all pupils. This encourages pupils to form and maintain good relationships with others and to take on responsibility for them. Older pupils, for example, look after younger ones by presiding over tables at lunchtime and by taking care of them in the playground. The school has a firm code of conduct, both in and out of classrooms, and pupils are very aware of the difference between right and wrong. The result of this is very good behaviour, courtesy and thought for others. Pupils are focused during their lessons, taking their work seriously and showing personal responsibility for their study. They respond promptly to teachers' instructions and listen attentively.

16. Socially, the school is a strongly united and harmonious community. Pupils are truly pleased by the success of others, as seen by the spontaneous applause accorded to individual performances in a physical education lesson. Higher attaining pupils are always ready to help others in their mixed ability groups in lessons and there is no sense of intellectual, racial or gender divisiveness. Pupils share their ideas readily, respect each other's views and contribute to discussions with alacrity and interest. The school offers pupils many opportunities to take on responsibility and these are eagerly undertaken by pupils. The strong programme of work done in personal, social, health and citizenship lessons helps to strengthen pupils' awareness of the world they live in and make them aware of their duties as citizens of their community, as observed in a Year 3/4 lesson in which pupils were challenged to put themselves in a series of difficult situations, such as seeing people dropping litter, and selecting the appropriate actions to be taken.

17. Culturally, the school provides well for pupils' exposure to art, music and literature. For instance, morning assemblies are used as an opportunity to explore pieces of music played as pupils enter and exit. Texts such as 'The Hobbit' are used in literacy lessons to encourage imaginative reading and thought. Pupils are also made aware of cultures other than their own, through history, geography, art and design and religious education. The diversity of cultures is celebrated through the observance of festivals such as Divali and Hanukah, often with the help of parents. When pupils were asked in a Year 3/4 lesson to think of an equivalent festival to that of Harvest Festival, they were almost unanimous in offering Sukkoth. Cultural development is also enhanced through educational visits, including a residential course in creative writing offered to Years 5 and 6 and through outdoor adventure activities.

**Teaching is very good overall, encouraging very good learning and meeting the needs of all pupils.**

18. The quality of teaching is very good overall, with a significant proportion of excellent teaching, and has improved significantly since the previous inspection. This is impressive, in the light of the high turnover of teachers since then and is a tribute to the headteacher, the senior management and the year group leaders' careful monitoring and support. All teaching seen during the inspection was at least satisfactory.

19. The school ensures that teachers' planning caters well for pupils of all ages and abilities. This is especially important in a school where all classes, except the Nursery, are of split age groups. In order to achieve the appropriate continuity, the curriculum is largely planned in two-year units, so that all children in an age group do the same work. In their medium and short-term planning, teachers provide very well for the different age groups, for different abilities, for pupils with special educational needs, for pupils who speak English as an additional language and for higher attaining pupils. They do this by providing a comprehensive range of group and individual activities around the main theme of the lesson. For example, in a very good Year 5/6 mathematics lesson on monetary qualities, tasks were carefully graded in difficulty, with the emphasis on full understanding of the skills involved. In

a Year 6 English lesson, two pupils who speak English as an additional language were supported very well during whole class work and then withdrawn with their support teacher to reinforce their reading of 'Charlotte's Web' to the level of understanding of the remainder of the class. In addition, the targets in the Individual Education Plans for those with special educational needs and those who speak English as an additional language are firmly incorporated in this graded work and high quality support is provided by learning support and other classroom assistants. In Year 3/4 classes and in Year 5/6 classes, pupils have been grouped by ability for their mathematics lessons, which provides all pupils with clear learning objectives and targets, thus ensuring very good progress by all, reflected in the national test results. All this ensures that pupils work at an appropriate rate and level and that none are disadvantaged in their learning. The result is generally very good learning by pupils, who remain interested and involved by the activities and tasks given to them. In an excellent Year 5/6 English lesson on identifying features of non-fiction instructional texts, the quality of the teacher's planning ensured that pupils were completely absorbed in their work, not a moment was wasted, all pupils felt valued and the pace of the lesson and the quality of learning were excellent.

20. Teachers demonstrate very good knowledge and understanding of subjects and teach basic skills in all areas with expertise and interest. This was very evident in English and mathematics lessons, such as a very good Year 5/6 English lesson, in which the shared reading of an extract from 'The Borrowers' was used with expertise to stimulate pupils in writing their own scene or description of a character, while assimilating and practising the use and purpose of adverbs. Teachers expect, and generally receive, the same high degree of effort and concentration from pupils as they themselves devote to their delivery of lessons. Pupils are warmly praised for reaching their personal targets, for good work and for perseverance and conscientious effort. Pupils are eager to achieve and are encouraged to do so by all staff. In particular, the skills needed in literacy and numeracy are very well taught, sometimes exceptionally so in mathematics. Number skills are very well stressed, ensuring that all pupils have a quick grasp of basic number work and can respond with alacrity to mental arithmetic exercises, taking pride in their ready and accurate answers. Problem-solving work is introduced whenever possible, so that pupils relate their mathematics to everyday life and are able to use their understanding in other subjects, such as ICT, science and geography. In literacy, oral skills are integrated into all lessons, with a high degree of concentration on comprehension and understanding. The shared reading which opens the literacy hour each day is used to foster reading and to encourage pupils to use their thinking skills and express their ideas clearly. In the older classes, communication often reaches a high level of maturity, as when a Year 6 boy was heard to preface a hypothesis with 'I should have thought that...'. Teachers place great emphasis on guided reading, with individuals or groups, so that reading becomes fluent and natural to pupils before the end of Year 2. In writing, good stimuli are used as models to encourage pupils to experiment in their own writing. Technical skills of spelling, grammar and punctuation are well and consistently taught, so that pupils learn to write with interest, imagination and coherence.

21. Time is used productively in lessons and the close teamwork between teachers and support staff ensures that no pupil is ever without support and appropriately challenging work. This is especially evident in the reception/Year 1 class, where the range of activities offered means that learning is constantly taking place and is covering the six expected areas of learning. Teachers' thorough ongoing assessment of their pupils' progress enables them to identify the next aims for each pupil and to organise support when needed. An important factor, which makes this individual attention possible, is the very good classroom management by teachers, which frequently seems effortless because of their success in interesting and stimulating their pupils.

22. Even in areas where teachers are themselves learning new skills, such as ICT, teachers show knowledge and understanding and the ability to demonstrate tasks for their pupils, so that good teaching is resulting in good learning in the subject. This enthusiasm is apparent throughout all subjects of the curriculum, especially in art and design, history and geography.

**The curriculum, teaching and overall provision made for children in the nursery and reception classes are very good.**

23. The provision for children in the nursery and reception classes, which precede their entry into Year 1 has changed significantly since the time of the previous inspection and it is now very good. The national provision for children in their nursery and reception years has now been revised to cover the six areas of learning of literacy, numeracy, knowledge and understanding of the world, personal and social development, creative development and physical development. For example, the theme during the time of the inspection was that of 'Bears'. Reception children were observed adding a great deal to their knowledge and understanding of the world through preparing and cooking porridge, as in the story of 'Goldilocks and the Three Bears'. They learned with interest and amazement the changes, which took place when milk was added to oats and when the mixture was cooked in the microwave. Their knowledge of a healthy diet was extended by the addition of fresh fruit. As they ate the porridge, they experienced role play of a creative nature through dressing as bears, as well as acquiring the sociability required by communal mealtimes. Safety measures were carefully stressed and speaking, reading and counting activities incorporated into the lesson, as well as songs about bears. In the Nursery, the children were observed undertaking a range of activities associated with bears, such as painting them, making collages and using a 'Teddy' computer programme. There is now a very good, united approach to teaching, curriculum and other provision for these children, in order to prepare them for their entry into Year 1 and the National Curriculum.

24. The curriculum is planned to provide continuity in the children's teaching through the nursery and reception years. New staff have been appointed, including a co-ordinator for the nursery and reception classes. Facilities have been significantly improved, including the provision of a play area for reception children. Staff work very effectively to develop good relationships with parents, welcoming them into school and making themselves accessible. Care is taken to provide early recognition and support for children with special educational needs and to provide appropriately for those children for whom English is an additional language.

25. The school has made financially wise and appropriate decisions over the use of time and staff in the nursery and reception classes. Nursery children attend only in the mornings, while a reception class contains a small number of Year 1 pupils, to cater for the high number in that year group. The nursery teacher teaches in this mixed Reception/Year 1 class in the afternoons, thus successfully allowing for the varied planning and styles of teaching appropriate for reception children and Year 1 pupils.

26. The quality of teaching is very good overall. All adults, both teachers and support staff, work very well as a team, with very good understanding of children's needs. As a result, the great majority of children make good progress, with most attaining above the nationally expected levels across the whole range of learning goals for their age before they move on to Year 1. Relationships between adults and children are positive, with teachers showing a good understanding of the experiences needed by children of this age. Teachers are careful to provide a range of learning experiences, which suit the particular needs of all children. The management of Nursery and reception classes provision is very good. Curriculum planning is thorough and provides a well-integrated approach to six areas of learning. Pupils are being provided with a firm foundation for their education as they move

up through the school. Staff are deeply committed to helping the children enjoy their work and become independent, confident learners.

27. Children's progress is very well assessed. Staff monitor their progress in all six areas of learning of the nursery and reception classes' curriculum, thus providing a detailed picture of each child's progress in attaining the specified learning targets. This means that areas of development on an individual basis can be easily isolated and addressed through detailed and careful planning.

**The procedures for assessing pupils' attainment and progress and the use made of assessment is very good.**

28. The stated aim of the headteacher and staff is to raise the attainment of all pupils to their maximum potential, particularly in English and mathematics. The school is being very successful in this aim, partly because of the attention, which is paid to the monitoring and targeting of each pupil by senior staff, especially by the deputy headteacher. There are very effective procedures for assessment that enable teachers to measure the progress of each pupil and set further detailed and realistic targets for them. Targets are understood by the pupils and are shared with parents in the annual reports and at parents' meetings.

29. The school uses the nationally standardised tests at the end of each year, from Year 2 upwards. Teachers keep their own assessments and share them with support staff and other teachers. In addition, teachers assess the results of lessons, using the information to revise specific targets or to arrange for special group or individual work for pupils who are either finding the work difficult or insufficiently stretching. Assessment for pupils with special educational needs and for those who speak English as an additional language regularly leads to review and fresh targets. Reading and spelling tests are given, as well as mathematics tests at the end of specific topics.

30. The headteacher and deputy headteacher scrutinise test results and other information fully and carefully. Much analysis is done of this information, looking at ability, gender and ethnicity, as well as making comparisons at both local and national level. This information is, however, not merely tabulated, but is put to very good use in forming targets for whole-school attainment and for providing the basis of teachers' planning for individual pupils. As a result, it is possible to follow the progress of each pupil from entry to the school to the present time, noting the levels of attainment and progress achieved and the objectives for the immediate future. Further, predictions are made for each pupil from this information and compared with the results of the national tests, so that reasons can be isolated for pupils who attain either better or worse than expected and appropriate measures put in place. All this means that a strength of the school lies in its intimate knowledge of each pupil, demonstrated by very good record keeping and continuous monitoring. In this way, the school is able to enhance each pupil's progress and help him or her to achieve as successfully as possible.

**The school maintains an excellent partnership with parents.**

31. The school goes to great lengths to ensure that its partnership with parents is productive, informed and full. In their turn, parents are extremely supportive and hold very positive views of the school and its achievement.

32. The school keeps parents very well informed about events and initiatives through regular newsletters and other written material. Every parent is provided with information on the curriculum to be studied by their child in the forthcoming term. Curriculum meetings are held in the evenings to familiarise parents with new initiatives, such as the National Literacy and Numeracy Strategies. Regular Open Evenings are held, at which parents can discuss

their children's progress in full with the teachers. The quality of the annual reports on their children to parents is very high, offering full, positive commentary on all subjects, as well as a clear indication of what children can or cannot do in response to the targets set for their age group. Parents of pupils new to the school or those with children about to enter the nursery are welcomed and introduced to the school and its routines.

33. In addition, teachers are readily available to parents at the end of each school day. The geography of the school allows for children to be collected from their own classroom doors and this affords parents very easy access to teachers. The headteacher is always ready to meet with any parent to discuss any aspects of a child's education. Parents are consulted about aspects of school work through questionnaires and action is taken in implementing their suggestions where appropriate. The school also keeps in close contact with parents through the use of homework diaries and home/school reading records.

34. Parents are very supportive of the school. The very active School Association has raised unusually large sums of money recently to furnish and equip the new computer suite, as well as regularly contributing generously to the school's resources. Many parents voluntarily give of their time to assist in the classroom, hear pupils read or supervise play. The parents' questionnaire, the parents' meeting which preceded the inspection and discussions with individual parents demonstrated that parents have very positive views about the school and that any concerns are minor. Parents are happy that the school deals with problems promptly and efficiently. They appreciate the commitment and hard work of the staff and the way in which the school sets and offers children high standards of behaviour.

#### **WHAT COULD BE IMPROVED**

35. There are no significant areas for improvement. The school's planning for future priorities is thorough and focused.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

27

Number of discussions with staff, governors, other adults and pupils

19

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	13	2	0	0	0
Percentage	11	33	48	8	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	310
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	38

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	65

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	6.9
National comparative data	4.3

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.3

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	24	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	22
	Girls	24	23	23
	Total	44	44	45
Percentage of pupils at NC level 2 or above	School	96 (90)	96 (96)	98 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	24	24	24
	Total	46	46	46
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (96)	100 (96)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	28	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	20
	Girls	28	28	28
	Total	46	47	48
Percentage of pupils at NC level 4 or above	School	92 (98)	94 (96)	96 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	21	22
	Girls	24	26	26
	Total	40	47	48
Percentage of pupils at NC level 4 or above	School	80 (88)	94 (96)	96 (94)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	200	0	0
White – Irish	0	0	0
White – any other White background	18	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	39	0	0
Asian or Asian British - Pakistani	5	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	23
Average class size	31

### Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	118.75

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	125
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	10.8
Number of teachers appointed to the school during the last two years	16.3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Financial information

Financial year	2001/2002
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	£
Total income	881 424
Total expenditure	956 820
Expenditure per pupil	2 471
Balance brought forward from previous year	107 595
Balance carried forward to next year	32 199

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	325
Number of questionnaires returned	131

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	2	0	0
My child is making good progress in school.	46	51	2	1	1
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	35	52	11	0	0
The teaching is good.	58	40	1	0	2
I am kept well informed about how my child is getting on.	41	51	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	56	37	7	1	0
The school expects my child to work hard and achieve his or her best.	70	28	1	0	1
The school works closely with parents.	37	57	5	1	0
The school is well led and managed.	59	40	1	1	0
The school is helping my child become mature and responsible.	57	40	2	0	1
The school provides an interesting range of activities outside lessons.	25	45	21	6	2